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"The real issue is the need of democracy for a high level of informed intelligence as a basis for collective judgment and collective action. The development of democracy has been unquestionably towards the elevation of the common man to a position of supreme collective control. Our government is a representative government in form; in fact, it is coming ever day closer to a type of direct government controlled by the great masses of the people.

"It cannot now be a question of going back to an earlier form of social control. It is now, as it has never been before, a race between education and annihilation. If education is to save civilization, it must lift the common man to new levels, and not so much to new levels of industrial efficiency as to new levels of thinking and feeling."

W. CARSON RYAN, JR., in *School and Society*.

A NATIONAL POLICY ON ENGINEERING EDUCATION.—"The increasing popularity of the engineering courses has led to steadily increasing enrollments in nearly all colleges. Instructional staffs are overworked and underpaid. To care for this influx there seems to be a tendency to organize certain colleges on what would be called in factory organization a 'quantity production' basis. Large numbers of students are handled according to definite fixed plans, and personal contact is largely lost between instructor and student. A most unfortunate condition exists when an able and inspiring teacher is promoted to the head of a department and becomes so loaded down with administrative details that he does little or no teaching, and loses the opportunity to exert his personal influence on students who should normally receive his instruction. The 'quantity production' idea gives little or no opportunity for character building, which after all is the true basis of success in after life. Where students are handled in quantity the men automatically recite, work up laboratory reports, and pass examinations with very little opportunity for independent thought or action along technical lines.

"Engineers in practice frequently criticise the engineering colleges very harshly for turning out graduates with seemingly inadequate training. Usually these critics have lost their proper perspective or have forgotten just how little they themselves knew of their specialty when they entered college and when they graduated. They

fail to appreciate fully the character of the boy as he enters college, and with whom the teaching staff has to deal.

"It has already been pointed out that the average student entering American engineering colleges is younger and less thoroughly prepared in fundamentals than the Continental students. The American boy has several things in mind when he enters an engineering college; first and foremost, that the training will enable him to earn a better living than if he were without training, and therefore he favors practical courses to pure theory; second, that athletics, fraternity life, and other college activities are almost, if not actually, of equal importance with instructional courses; and third, that his four years in college before entering a cold-blooded business world are going to be the happiest in his life and he must not fail to have a good time during his college career. . . .

"Character-building, tact, initiative, thoroughness, etc., can be developed best in the undergraduate by intimate contact with high grade instructors, and by participation in college activities and athletics under more or less faculty supervision. This may be achieved in the smaller colleges, but unfortunately only a few have adequate laboratory equipment and can afford to secure the best men for their staff. 'Quantity Production' in larger colleges must be replaced by smaller groups of students and larger, less hardworked, and better paid staffs if the best results are to be secured. The adoption of a Common Code of Ethics by all National Engineering Societies and the requirement that every graduate in engineering affirm this code would greatly increase the graduate's sense of responsibility to his profession and would certainly tend to elevate its ethical standards. Thoroughness and accuracy can be developed by problem work and particularly by recitation courses. Personal contact of students with faculty is probably most highly developed under our American student advisory systems. . . .

"If the industries demand highly trained men from the colleges, they must be prepared to make such training worth while. When a request is made to an engineering school for a man, if a degree of Master of Engineering or Doctor of Engineering is demanded and if such men are given preference for positions and are paid somewhat higher salaries than the ordinary graduate, students will soon desire to get the advanced training. Graduate students in engineering

will be few and of mediocre character as a rule until such an attitude prevails on the part of employers.

"The New National Policy on Engineering Education therefore requires greater financial support for the colleges so that an adequate staff of high grade men may be employed and personal contact with students secured through small classes. Greater emphasis must be given in instruction during the four year undergraduate period to fundamental courses, leaving special professional training to graduate years. Certain colleges should be designated as graduate schools and adequate provision made for their proper support both by Government agencies, by private endowment, and by the industries. Scholarships should be provided by the State, by the industries, or by the profession, which will enable eligible undergraduates from all colleges to continue their work in the graduate schools. Finally, employers who desire highly trained technical and research engineers must give first consideration to the men with graduate degrees and must be prepared to reward them financially in proportion to their extra effort and greater expense in educating themselves."

A. G. CHRISTIE, in *Johns Hopkins Alumni Magazine*.

SUBSIDIES FOR ATTENDANCE AT PROFESSIONAL SOCIETY MEETINGS.—"In January of the present year, Swarthmore College took up the question of the payment of expenses incurred by administrative officers and faculty members in attendance upon meetings of professional and learned societies. A committee sent out to 151 colleges and universities on the accepted list of the Association of American Universities a form of inquiry designed to ascertain their practice in this matter. . . .

"To date, 116 replies have been received covering institution of every type located in all sections of the country. . . .

"So far as the administrative officers of colleges and universities are concerned it seems to be the universal practice to pay expenses due to their attendance upon meetings of associations of which the colleges and universities are themselves members. When delegates are sent to represent officially a college or university before a public body, as e.g., a legislature or a legislative committee, or at an inauguration, it is also customary to pay expenses. Finally it is the general practice to pay the expenses of administrative officers who attend sessions of their professional societies. . . .